INDEX

VOLUME 30

Fall 1990 through Summer 1991

BOHNING, Gerry —	
Comprehension Monitoring Strategies of Nonproficient	
College Readers	lo. 3, p. 63
CHOWNING, Fritzi —	
Comprehension Monitoring Strategies of Nonproficient	
College Readers	lo. 3, p. 63
COOTER, Robert B., Jr	
Storytelling in the Language Arts Classroom	lo. 2, p. 71
COTHERN, Nancy B	
Using Readers' Imagery of Literacy Characters to	
Study Text Meaning Construction	lo. 1, p. 15
ELDREDGE, Lloyd —	
An Experiment With a Modified Whole Language	
Approach in First Grade Classrooms	lo. 3, p. 21
FAWSON, Parker —	
Literature Webbing Predictable Books: A Prediction	
Strategy that Helps Below-Average, First-Grade Readers	lo. 4, p. 20
FORTNER, Betty Holmes —	
Effects of Issue-Related Attitude on Readers'	
Comprehension and Judgments of Unbiased Text	No. 2, p. 1
GENTILE, Lance M	
Reading, Writing and Relationships: The Challenge	
of Teaching At Risk Students	No. 4, p. 74
GINTHER, Dean W	
The Effects of Purpose and Frequency on Vocabulary	
Learning from Written Context of High and Low	
Ability Reading Comprehenders	lo. 4, p. 31
GORDON, Christine —	
Changes in Readers' and Writers' Metacognitive	
Knowledge: Some Observations	No. 1, p. 1
GRIFFITH, Priscilla L. —	
A Whole Language and Traditional Instruction	
Comparison: Overall Effectiveness and Development	
of the Alphabetic Principle	No. 2, p. 47
HAAGER, Diane S	
Considerate and Inconsiderate Text Instruction	
in Postsecondary Developmental Reading Textbooks:	
A Content Analysis	Vo. 4, p. 42

88	
HAYES, Christopher A. —	
Language Meaning and Knowledge: Empowering	
Developmental Students to Participate in the Academy	n 3 n 89
Developmental Guidenia to Funcipale in the Folderry	o. o, p. os
HENK, William A. —	
Effects of Issue-Related Attitude on Readers'	
Comprehension and Judgments of Unbiased Text	No 2 n 1
Comprehension and Judgments of Onbiased 1ext	140. 2, p. 1
LIPPING LEDGE A	
HENK, William A. —	
Technological Advances in the Study of Reading: An Introduction	
An Introduction	No. 4, p. 1
HOLLINGSWORTH, Paul M. —	
Reading Comprehension Skills: Testing the	
Distinctiveness Hypothesis	lo. 2, p. 32
JACKSON, Linda S. —	
Reading Habits of Students in Adult Basic Education	
and High School Equivalency Programs	lo. 3, p. 76
KLESIUS, Janell P. —	
A Whole Language and Traditional Instruction	
Comparison: Overall Effectiveness and Development	
of the Alphabetic Principle	lo 2 n 47
of the representation of the pro-	ю. в, р. т
KONOPAK, Bonnie C. —	
Using Readers' Imagery of Literacy Characters to	
Study Text Meaning Construction	do 1 n 15
Study Text Medning Construction	10. 1, p. 10
VPOC Plaband	
KROC, Richard —	
Measuring the Affective and Cognitive Growth	
of Regularly Admitted and Developmental Studies	
Students Using the Learning and Study Strategies	
Inventory (LASSI)	vo. 1, p. 44
LEAVELL, Alexandria G. —	
Considerate and Inconsiderate Text Instruction	
in Postsecondary Developmental Reading Textbooks:	
A Content Analysis	No. 4, p. 42
LEHMAN, Barbara A. —	
Children's Choice and Critical Acclaim: A United	
Perspective for Children's Literature	No. 3, p. 1
LEONARD, Rex —	
Reading Habits of Students in Adult Basic Education	
and High School Equivalency Programs	No. 3. p. 76
	of b
MACKIE, Barbara —	
The Consistency of Reading Disabled Students'	
Instructional Levels as Determined by the Metropolitan	
Achievement Test and the Ekwall Informal Reading	
Inventory	No 3 n 52
Interiory	w. 3, p. 33
MANZO A-4	
MANZO, Anthony V. —	
Training Teachers to Use Content Area Reading	
0	N. 4
Strategies: Description and Appraisal of Four Options	No. 4, p. 67

	07
MARGOLIS, Howard -	
The Consistency of Reading Disabled Students'	
Instructional Levels as Determined by the Metropolitan	
Achievement Test and the Ekwall Informal Reading	
Inventory	No. 3, p. 53
McCARE Datale D	
McCABE, Patrick P. — The Consistency of Reading Disabled Students'	
Instructional Levels as Determined by the Metropolitan	
Achievement Test and the Ekwall Informal Reading	
Inventory	No. 3, p. 53
McMILLAN, Merna M. —	
Reading, Writing and Relationships: The Challenge	
of Teaching At Risk Students	No. 4, p. 74
MEALEY Dance I	
MEALEY, Donna L. — Measuring the Affective and Cognitive Growth	
of Regularly Admitted and Developmental Studies	
Students Using the Learning and Study Strategies	
Inventory (LASSI)	No 1 n 44
silvernory (Linot)	160. 2, р. 41
MEREDITH, Kurt —	
Standardized Measures of Reading Achievements for	
Placement of Students in Chapter 1 and Learning	
Disability Programs: A Nationwide Survey of	
Assessment Practices	No. 2, p. 17
MOUTRAY, Carol —	
The Effect of Training on the Questions Preservice Teachers Ask During Literature Discussions	N 0 00
Teachers Ask During Literature Discussions	No. 2, p. 62
NIST. Sherry L	
Measuring the Affective and Cognitive Growth	
of Regularly Admitted and Developmental Studies	
Students Using the Learning and Study Strategies	
Inventory (LASSI)	No. 1, p. 44
RACHAL, John R. —	
Reading Habits of Students in Adult Basic Education	N 0 70
and High School Equivalency Programs	No. 3, p. 76
REUTZEL, D. Ray -	
Literature Webbing Predictable Books: A Prediction	
Strategy that Helps Below-Average, First-Grade Readers	No. 4, p. 20
REUTZEL, D. Ray —	
Reading Comprehension Skills: Testing the	
Distinctiveness Hypothesis	No. 2, p. 32
ROSKOS, K. —	
An Inventory of Literate Behavior in the Pretend	
Play Episodes of Eight Preschoolers	No. 3, p. 39
-, -,	o, p. os
SANACORE, Joseph —	
Independent Reading for Remedial and At-Risk Students:	
The Principal Can Make a Difference	No. 1, p. 59
COLUMNA	
SCHUMM, Jeanne Shay —	
Considerate and Inconsiderate Text Instruction in Postsecondary Developmental Reading Textbooks:	
A Content Analysis	No 4 n 42
A Content Analysis	то т, р. ть

90	
SHAPIRO, Jon —	
Reading Attitudes and Perceptions in Traditional and Nontraditional Reading Programs	No. 4. p. 52
and a community of the	11 p. 02
SHEFELBINE, John -	
Preservice Teachers' Schemata for a Diagnostic	
Framework in Reading	No. 1, p. 30
	min vice of proc
SHIEL, Gerry —	
Preservice Teachers' Schemata for a Diagnostic	
Framework in Reading	No. 1. p. 30
SIMPSON, Michele L. —	
Language Meaning and Knowledge: Empowering	
Developmental Students to Participate in the Academy	No. 3, p. 89
SIMPSON, Michele L	
Measuring the Affective and Cognitive Growth	
of Regularly Admitted and Developmental Studies	
Students Using the Learning and Study Strategies	
Inventory (LASSI)	No. 1, p. 44
SMITH, M. Cecil —	
Reading Habits and Attitudes of Adults At Different	
Levels of Education and Occupation	No. 1, p. 50
STAHL, Norman A. —	
Language Meaning and Knowledge: Empowering	
Developmental Students to Participate in the Academy	No. 3, p. 89
STANLEY, Patricia —	
The Effects of Purpose and Frequency on Vocabulary	
Learning from Written Context of High and Low Ability Reading Comprehenders	
Ability Reading Comprehenders	No. 4, p. 31
STEELE, Jeannie L. —	
Standardized Measures of Reading Achievement for	
Placement of Students in Chapter 1 and Learning	
Disability Programs: A Nationwide Survey of	
Assessment Practices	No. 2, p. 17
CTENIOLIDA I	
STEINBURG, Ina -	
Comprehension Monitoring Strategies of Nonproficient	N 0 60
College Readers	No. 3, p. 63
WEDMAN L.L.M	
WEDMAN, Judy M. —	
The Effect of Training on the Questions Preservice Teachers Ask During Literature Discussions	N- 0 - 60
reachers Ask During Literature Discussions	No. 2, p. 62
WHITE, William -	
Reading Attitudes and Perceptions in Traditional	
and Nontraditional Reading Programs	N- 4 - 50
and Nontraditional Reading Programs	No. 4, p. 52
WILLIS, Elizabeth L	
Using Readers' Imagery of Literacy Characters to	
Study Text Meaning Construction	No 1 - 15
Globaly Text Mediting Construction	140. 1, p. 15
ZIELONKA, Paula —	
A Whole Language and Traditional Instruction	
Comparison: Overall Effectiveness and Development	
of the Alphabetic Principle	No 2 = 47
of the Alphabetic Philopie	140. 2, p. 4/

